



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Bachelor of Education (Honours)
1.5 FHEQ Level:	4, 5, and 6
1.6 Programme Title:	Secondary Education with Science and Maths (with Qualified Teacher Status (QTS)) (11-16 with enhancement)
1.7 Mode and Duration of Study:	Full-time – 3
1.8 School:	School of Education
1.9 HECoS Code:	100512
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	SSAM
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International trainees will be expected to meet the English language requirements of IELTS 6.0 or equivalent. Interviews are required for all candidates. These interviews are standardised across the provision and thus meet our Safer Recruitment commitments. By the start of the course, all trainees will have received a clear Enhanced DBS check to be able to continue on the programme.
1.13 Accrediting Professional Body/PSRB:	Department for Education
1.14 QAA Subject Benchmarking Group(s):	Education 2019
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) Initial teacher training (ITT): criteria and supporting advice (DfE, new 2024) The ITT Core Content Framework (CCF) (DFE, 2019) The Early Career Framework (ECF) (DfE, 2019) Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2022)

1.16 Language of Study (for learning, teaching and assessment):	National curriculum in England: framework for Key Stages 1 to 4 (DfE, updated 2014) English
1.17 Work-Based Learning Arrangements:	Work-Based learning, as set out in the ITT Compliance criteria requirements for the awarding of QTS are noted in modules: SCNC51, SCND51, SCNH51
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	Whilst trainees are on school placements, University Tutors will provide individual tuition by distance using a range of e-learning support tools, e.g. Canvas, Mosaic, etc.
1.20 Original Date of Production:	February 2024
1.21 Date of Commencement:	September 2024
1.22 Review Date:	By August 2030

2. Programme Outline

The BEd (Honours (Hons) Secondary Education with Science and Maths (with QTS) programme's fundamental purpose is to help trainee teachers develop the skills of a critically reflective practitioner; that is, to help graduates become teachers who can reflect on and analyse their own practice and select effective strategies to use which will facilitate and support pupils' learning. The programme is the first step in their continuing professional development in teaching. The BEd (Hons) Secondary Education with Science and Maths (with QTS) course combines subject knowledge with pedagogic knowledge, knowledge of pupil development and professional attributes. It combines modules that are both theoretical and practical, to underpin standards involved in education and the attainment of Qualified Teacher Status. Trainee learning takes place both within the university and within a diverse range of schools and educational settings, which over the three years may include schools based in Cornwall, Plymouth, Devon, Torquay, special schools, alternative provisions, schools in London and schools located overseas (but teaching the content of The National Curriculum in England (2013)). The three-year degree programme supports and contributes to the values of Plymouth Marjon University: Humanity, Ambition, Curiosity and Independence. Trainees are encouraged to develop their own ideas and independent thought; they develop connections and relationships within the university and the community throughout the programme; they are always supported to reach their potential and are encouraged to be the best they can be.

The programme is required to have a stated curriculum which links to but is not defined by either the Teachers' Standards or the five core areas of the CCF (Professional Behaviours, Pedagogy, Curriculum, Assessment, and Behaviour Management). The stated curriculum for the programme, and all ITE programmes within Marjon Teacher Education Partnership (MTEP), is outlined in three themes:

- The professional role of the developing teacher;
- The development of teaching and learning;
- Curriculum and specialisms.

The co-constructed curriculum is sequenced and coherent and supports trainees to develop their classroom practice through three phases of training in preparation for the Early Career Teacher

(ECT) period. It explicitly delivers the requirements and principles of the CCF in full, beginning with a focus on the fundamental elements and moving towards complex or composite practice. Our curriculum integrates well-evidenced content, including relevant subject-specific content and critique of theory, research and expert practice. The design of our curriculum reflects how children learn most effectively and, wherever appropriate, reflects cognitive architecture in curriculum design.

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure that trainees are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and practical skills particularly developed through the three key aspects of the curriculum which include global citizenship and environmental stewardship. Trainees will be encouraged to engage with a diverse range of ethical, moral, and social issues as part of the programme and to develop their own philosophical, moral, and ethical standpoints. Trainees are challenged in their thinking, beliefs, and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective teacher.

The programme equips trainees with the knowledge, understanding, and skills that reinforce sustainable development focusing on social justice, ethics, well-being, and future thinking. It explicitly addresses the UN sustainable development goals of Quality Education, Gender Equality, Good Health and Well-being, Reducing Inequalities, and Partnerships. Trainees will be employed in educational settings with sustainable goals and a commitment to sustainable futures. Schools use campus, curriculum, and community approaches to sustainability which often feature as whole school aims or projects, such as: purchasing and waste, food and drink, local well-being, travel and traffic, energy and water, buildings and grounds, inclusion and participation, and global dimensions. This will be a component of modules focusing on Part 2 of the Teachers' Standards and the wider role of the teacher and will ask critical questions of trainees and their own values.

Within the university, the programme will aim to reduce its impact on the environment through the effective use of e-learning, e-submission of assignments, e-resources, and more involvement with Marjon's e-Learning Team. Trainees will also develop and share resources electronically through the OneDrive, for example. Transport and distance will be considered when placing trainees in schools and they will be encouraged to share transport with other trainees or school staff wherever possible.

Trainee well-being is an important consideration and developing resilience in themselves and others will be an integral part of the programme. Reducing and managing workload has been a government focus and the programme will support this, helping trainees to prioritise and organise their work.

3. Distinctive Features

The programme is uniquely designed with a dual specialism to contribute to the recruitment and retention challenges with teacher supply in the science and maths areas in the UK. In addition, this Science, Technology, Engineering and Mathematics (STEM) focus enables trainees to engage with content from interconnected perspectives that offer a more authentic experience of these knowledge bases as they are used outside of education. In turn, this engenders a creative approach

to these subjects that motivates the trainees and consequently develops innovative and engaging teachers on graduation.

The wealth of learning experiences and placements embedded within this course prepares trainees effectively for their future careers. They learn ambitious content that meets and then exceeds the expectations of the CCF for ITT. Trainees develop experience working in a variety of mainstream and alternative educational placements and learning in classrooms, laboratories and other outside learning settings. The course genuinely addresses the Marjon values and is grounded in habitual deliberation, respectful contestation, teamwork and independence, sustainability and global citizenship, all of which are engaged with from individual as well as science and maths perspectives.

The course is designed to offer the best possible learning opportunities for all trainees to succeed and graduate as confident and ambitious teachers. Therefore, numerous approaches are employed by the programme staff that build on prior knowledge and experience of effective approaches, these include, but are not limited to the following:

- Excellent trainee support – Each trainee builds a strong relationship with their trainee through regular meetings and professional development planning. Tutorials are planned to respond to the key priorities of trainees at the given point. All tutors are experienced in both mentoring and coaching and thus have a wealth of knowledge of how best to support trainees in their ongoing development.
- Expert lecturers – All lecturers have advanced qualifications and vast experience of working in secondary education. We also draw on colleagues still working in the classroom and alumni of other Marjon ITT routes to offer up-to-date perspectives on practice. This means that trainees' learning is grounded in pertinent practice and pedagogy.
- Bespoke placements – Each trainee is allocated to placements to offer appropriate variety in experience while also selecting settings (schools, providers, or mentors) that will provide the best possible learning experience and appropriate levels of challenge. This will also ensure that trainees receive an experience that is balanced across each subject strand and that enables them to pursue their chosen specialisms.
- Creative experiences – The course offers trainees new perspectives on teaching, learning and contextual considerations. As such trainees will learn creatively in a variety of settings while being challenged to critically consider their own and others' perspectives.

4. Programme Aims

The over-arching aim of the programme is to prepare our next generation of outstanding reflective practitioners and high-calibre teachers of science and maths. The programme will provide opportunities for trainees to develop an in-depth knowledge and understanding of their profession. Graduates from this programme will be critical thinkers, reflective, reflexive, flexible, caring, confident, and knowledgeable professional practitioners who are well prepared to undertake further training as early career teachers and into their careers.

As this programme's dual specialism will enable graduating trainees to be teachers of both science and maths, it is recognised that the specialisms of individual trainees within these subject domains will vary. There is no expectation that all graduating trainees will be able to teach all four subject strands (physics, chemistry, biology and maths) to key stage four. Instead, all trainees will be expected to teach all four strands to key stage three level and then beyond this, they will specialise

in specific strands to key stage four. Some trainees may choose to complete an additional enhancement, therefore, qualifying to teach that strand to key stage five.

The programme's general aims aligned with the curriculum themes are to:

Theme 1 – The professional role of the developing teacher

- Develop a systematic understanding of the field of education including the acquisition of coherent and detailed knowledge informed by educational research and policy.
- Develop the ability to learn independently, exercising initiative and personal responsibility for their academic and professional development.
- Communicate and explain information, ideas and problems to a variety of audiences through academic and professional work.

Theme 2 – Development of teaching & learning

- Recognise how diverse educational settings and trainees may present uncertainty and ambiguity, and apply knowledge in a range of contexts.
- Promote authentic learning experiences and apply these to different educational contexts in partnership with schools.
- Promote accountability for pupil progress and utilise evidence-informed pedagogical approaches to support learning.

Theme 3 – Curriculum and Specialisms

- Develop science and maths-specific techniques of analysis and enquiry and use them critically to make judgements and solve problems.
- Develop science and maths-specific pedagogic practices that enhance learning for trainees.
- Develop conceptual understanding, devise and sustain arguments, challenge assumptions and evaluate abstract concepts and data, linked to educational and science and maths research and policy.

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level trainees should be able to demonstrate:

1. Factual knowledge of the national curriculum and secondary-level assessment arrangements for science and maths.
2. Awareness of the complexity of education systems and processes, current issues in the sector and factual understanding of the interaction between learning and contexts, how participants (teachers and students) influence processes, and how government legislation, policy and initiatives affect schools and the teaching profession.
3. Factual knowledge and understanding of equality, diversity, inclusion and social justice issues and the diversity of learners within all settings.
4. Factual knowledge of various theories of learning and an understanding of different approaches to teaching science and maths.

5. Awareness of how teaching and learning decisions are made with reference to evidence and research.
6. Effective planning, design, delivery and reflection upon teaching and learning episodes.

Intellectual skills:

By the end of this level trainees should be able to demonstrate:

7. Analysis of concepts and evidence and using this to inform decisions.
8. Effective interpretation and application of policy within specific contexts.
9. Well-considered reflections on their own and others' practice with appropriate feedback.
10. Valuable contributes to discussions, justifying their personal position and drawing on relevant knowledge or evidence.

Practical skills:

By the end of this level trainees should be able to demonstrate:

11. Using evidence, under supervision, to formulate appropriate and justified ways forward and potential changes to practice.
12. Application of knowledge and understanding, under supervision, of policy through the minimum level of practice expected of teachers.
13. Knowledge and understanding of issues such as globalisation, sustainable development, and social inclusion within defined contexts.
14. Adaptability, with guidance, to changing environments in relation to national priorities, developing technologies and global perspectives of education.

Transferable/key skills:

By the end of this level trainees should be able to demonstrate:

15. Accurate, well-organised and concise communications in speech and writing that utilise terminology relevant to education, science and maths, demonstrating English proficiency.
16. Effective collaborations with others, carrying out specified roles and fulfilling agreed responsibilities.
17. Appropriate use of Information and Communication Technologies (ICT) and selection of digital technologies to enhance practice or self-management.
18. Effective location, collection, and interpretation of data, including the use of school data, to draw conclusions and communicate findings.
19. Awareness of developments within the field of education and how these might influence practice.
20. Awareness of approaches to learning and organising effective work patterns including working to deadlines, prioritising tasks, setting and working towards targets, and seeking support or feedback.

Level 5 Learning Outcomes

Knowledge & understanding:

By the end of this level trainees should be able to demonstrate:

1. Detailed knowledge and awareness of the significance of the national curricular and assessment arrangements of science and maths at the secondary level.
2. Detailed understanding of the complex interactions between learning and context, how participants (teachers, students and other stakeholders) influence processes, and how government legislation, policy, and initiatives affect schools and the teaching profession. Detailed knowledge of current issues within educational processes and systems.
3. Detailed understanding of the diversity of learners and their influence on learning processes. Detailed knowledge and understanding of equality, diversity, inclusion, and social justice issues that affect the teaching profession.
4. Detailed conceptual understanding of the major theories of learning. Detailed understanding of effective approaches to teaching science and maths at the secondary level.
5. Detailed understanding of current good practice and associated pedagogies. The ability to debate teaching and learning decisions through evidence-informed practice.
6. Effective planning, analysis, modification, evaluation and reflection on creative approaches to individual teaching and learning experiences to meet a given purpose.

Intellectual skills:

By the end of this level trainees should be able to demonstrate:

7. Detailed analysis of evidence results in systematically constructed and well-informed perspectives leading to effective decisions.
8. Evaluative engagement with policy and a detailed understanding of context-specific relevance.
9. Astute reflections on their own and others' practice identifying relevant feedback and modifying responses as appropriate.
10. Well-reasoned contributions to debates, drawing on detailed and relevant knowledge, understanding, and evidence.

Practical skills:

By the end of this level trainees should be able to demonstrate:

11. Using a range of evidence, with increasing autonomy, (including research, learning plans and evaluations, team performance, observations, assessments, personal target setting, etc.) to formulate appropriate and justified improvements to practice.
12. Confident application of their knowledge and understanding of policy to their practice, applying a range of techniques in situations of varying complexity and predictability, demonstrating the minimum level of practice expected of teachers.
13. Confident application of their increasing knowledge and understanding of issues such as globalisation, sustainable development, and social inclusion to rationalise and justify a personal position in relation to science and maths education to a variety of audiences in varying contexts.

14. Adaptability to ever-changing environments concerning national priorities, the international workplace, developing technologies and global views of education with minimal direction or supervision.

Transferable/key skills:

By the end of this level trainees should be able to demonstrate:

15. Concise, organised and well-considered communications in speech and writing drawing on a range of appropriate criteria for the specified audience and/or context demonstrating English proficiency. Awareness of their own, and consideration of, alternative opinions and arguments using terminology relevant to education, science and maths with increasing complexity.
16. Consistent and effective collaborations, fulfilling agreed responsibilities within a variety of teams including aspects of leadership and scaffolded teaching experiences. Taking responsibility for contributions with minimum guidance.
17. Appropriate selection, knowledge and use of ICT and digital technologies to increase the quality of learning, teaching and research in both university and school-based contexts.
18. Collection, evaluation, interpretation and discussion of empirical and theoretical data to develop new ideas and/or positions with reference to relevant experiences from practice.
19. Evaluating developments within education and demonstrating the ability to actively apply new ideas to educational practice.
20. Evaluating and taking responsibility for critical self-reflection in relation to learning and teaching practice, developing criteria for judgements, setting targets to improve work patterns, meeting deadlines, identifying key areas for development and seeking and responding to feedback.

Programme Level Outcomes (Level 6)

Knowledge & understanding:

By the end of this programme trainees should be able to demonstrate:

1. Comprehensive knowledge and critical understanding of the national curricular and assessment arrangements of science and maths at the secondary level.
2. Critical understanding of the complexity of the interactions between learning and context and how participants influence learning and educational processes. Comprehensive knowledge of current government legislation, policy, and initiatives affecting schools and the teaching profession.
3. Comprehensive knowledge and understanding of the diversity of learners and the implications for practice. Critical knowledge and understanding of equality, diversity, inclusion, and social justice issues that affect the teaching profession.
4. Comprehensive conceptual understanding of the major theories of learning, with areas of specialism in depth and an awareness of the provisional nature of knowledge. Critical understanding of effective approaches to teaching science and maths at the secondary level.

5. Comprehensive understanding of current perceptions of good practice, associated pedagogies and pertinent issues in the secondary education sector incorporating a critical, ethical dimension. The ability to articulate teaching and learning decisions through critiquing evidence-informed practice with an awareness of personal responsibility and professional codes of conduct.
6. Comprehensive knowledge and critical understanding of approaches to teaching science and maths at the secondary level with the ability to design, modify, and evaluate creative sequences of teaching and learning experiences.

Intellectual skills:

By the end of this programme trainees should be able to demonstrate:

7. Critical analysis of new and/or abstract data or evidence systematically utilising a range of appropriate techniques. The ability to investigate reliability, validity and significance to inform conclusions or recommendations. Sustained engagement with habitual deliberation and respectful contestation.
8. Critical engagement with policy; identifying and defining complex, context-specific relevance and potential problems. The ability to investigate contradictory information and identify reasons for contradictions.
9. Critical reflections on their own and others' practice identifying relevant feedback and modifying responses, as appropriate.
10. Critical engagement in debates that draw on pertinent evidence and appreciation of the complexity of perspectives. Confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge and skills to their solution.

Practical skills:

By the end of this programme trainees should be able to demonstrate:

11. Confidence in operating in complex and unpredictable contexts, requiring selection and application of a wide range of standard or innovative techniques. Acting autonomously to formulate appropriate and justified ways forward and potential changes to practice.
12. Confident application of their knowledge and understanding of policy, applying a wide range of innovative techniques in complex and unpredictable contexts through the minimum level of practice expected of teachers.
13. Critical engagement and application of their knowledge and understanding of issues such as globalisation, sustainable development, and social inclusion, with consideration of personal positioning, in relation to science and maths education within complex and varied contexts.
14. Adaptability, with minimal direction or supervision, to ever-changing environments concerning national priorities, the international workplace, developing technologies and global views of education, through engagement and participation with relevant professional communities.

Transferable/key skills:

By the end of this programme trainees should be able to demonstrate:

15. Confident organisation and articulation of specialised and inter-related opinions, arguments and information in speech and writing using terminology relevant to education, science and maths and evidencing English proficiency, using selected criteria, to audiences in complex contexts.
16. Sustained, effective interactions and collaborations within teams including recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict. Ensuring personal responsibility for contributions and meeting professional expectations.
17. Evaluative selection and use of ICT and digital technologies to enhance learning, research and other appropriate situations in both university and school-based contexts.
18. Confident selection, management and discussion of quantitative and qualitative data. Flexibility in identifying and synthesising information to define complex problems and apply appropriate knowledge, tools and methods for their solution. Competence in undertaking research tasks, with minimum guidance and robust discussion and defense of findings.
19. Comprehensive knowledge of, and continued focus on, developments within education, effective engagement in professional debates and the ability to actively apply new ideas to educational practice.
20. Effective and professional management of personal learning and development using the full range of resources relevant to the discipline. Confidence in devising criteria of judgement and the ability to challenge received opinion and reflect on practice. The ability to be self-critical, take personal responsibility for progress and seek and make use of feedback.

6. Learning and Teaching Methods

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold. Firstly, to enable trainees to learn and make progress in their studies, and secondly, to model best practice. The programme is designed to develop distinctive teachers who have a repertoire of high-quality and effective methods in the teaching and learning environment. Teaching and learning take place in a range of bespoke teaching spaces to maximise learning opportunities to enhance trainee outcomes and learning gain.

The taught programme enables flexible and trainee-centred learning where trainees gain more independence and take more ownership of their learning over the course of the programme. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision; there is an emphasis on blended learning via the university's Virtual Learning Environment (Canvas). In line with the university's Learning and Teaching Strategy, the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources e.g. Mosaic, the use of open learning resources and audio capture of lectures where appropriate.

Throughout the programme, trainees are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University Personal Development Tutors play a significant role in supporting this dimension of the learning experience.

Method	Description
Blended Learning	A combination of face to face and connected learning strategies both synchronous and asynchronous
Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities
Conference Workshops	An individual event which focuses on a particular aspect, usually involving guest speakers/ presenters
Critical Reflection	Trainees engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness
Directed Study and reading	Time set aside for trainees to study a particular subject/ complete a specific task
E learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn
Fieldwork	Visits or offsite sessions for the purposes of teaching, learning and research. This would encompass data collection sessions together with visits to relevant organisations.
Group Discussions	A group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli
Guest Lectures	Using specialists from other organisations to present to trainees
Independent Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own
Intensive training and practice (ITaP)	ITaPs engages trainees in approximations of teaching practice that simulate certain aspects of professional practice before enacting that practice in a fully authentic classroom context
Lectures	Subject introduced and delivered by the tutor in a specific time usually to a larger group
Observation of Practice	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer Teaching and Observation	Trainees observe peers'/colleagues' presentations in order to provide critical, constructive feedback
Practical Sessions	Laboratory based or classroom practical workshops
Professional Development Planning	Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the BEd.
Research Tasks	An active exploration of a theme or question, to establish views/opinions/data which can then be critically analysed
School Based Training (SBT) Tasks	Learning events which take place within a working environment, e.g. school setting, enabling learners to develop 'real life' skills and practices.
School Based Training (SBT)	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support,

	outlined in the Partnership Agreement and handbooks
Self and Peer Assessment	Activities where trainees assess their own work or practice, or that of others.
Seminar	A session or class in which a topic is discussed by a tutor and a small group of trainees.
Supported Independent Study	Activities where an individual learner conducts research or carries out a learning activity with given set parameters and guidance.
Tutorial	One-to-one or small group tutoring (learner/ tutor) usually for purposes based on the learners' work
Working with Pupils	Learning activities where pupils from school come into the university to work with trainees or school scenarios are set
Workshops	Practical learning opportunities where trainees are introduced to new approaches and have immediate opportunities to practice and receive feedback.

6.1 Learning Enhancement

The programme is delivered in a range of different settings including the university, schools and other educational settings, outdoor settings and other places of educational significance. Trainees also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as organised continual professional development offered by the school, extra-curricular activities, residential visits or working with different-aged pupils. These present enhanced opportunities for the development of their practical and transferable skills.

Our aim is that the ambitious, integrated and sequenced MTEP curriculum drives trainee progress and supports mentoring and progress towards Qualified Teacher Status. When in school-based training, trainees will benefit from working closely with a mentor where there will be a focus on learning and development through learning conversations and working with expert others. Additional courses are laid on and/or promoted, offering opportunities for trainees to enhance their knowledge and skills, including access to international experiences through for example the Turing Scheme.

6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme as digital scholarship and technological competence are key elements in teaching and, therefore, this aspect is embedded throughout the programme. Modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice. In school-based training modules (Year 1, Year 2 and Year 3) trainees are required to track their progress using an e-portfolio (Mosaic).

Many trainees elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter, Group Chat and OneDrive to share research progress. E-survey tools are used to track partnership quality assurance information and collect trainee feedback, using vehicles such as Survey Monkey and Microsoft Forms. The Marjon Digital Innovations team and AIM sessions (Acquire, Improve, Master) will also feature regularly during the programme to share, model and develop the most innovative e-learning technology as it develops.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and trainees, and track, the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained.

There are a wide range of assessment opportunities throughout the programme designed to develop the trainees' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, but especially early in years 1 and 2 to support academic writing in particular. This enables clear target setting, sharing of objectives, use of feedback, peer review and structured questioning, supported through tutorials. In addition, the assessments are designed to respond to the current phase of the trainee. Opportunities are offered for modes of assessment that will prepare trainees for later assessments both within the programme as well as in future learning opportunities such as professional interviews or future educational research.

Assessment of 'Qualified Teacher Status' in Schools

The Teachers' Standards (Department for Education, 2011) define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status.

'Providers of Initial Teacher Training will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS' (Department for Education, 2011).

Throughout the second and third years of the programme, trainees will complete Progress Points to recognise their placement-based progress. Progress Point meetings are designed to be professional discussions between the mentor and trainee focusing on the three MTEP curriculum themes. Trainees are encouraged to reflect on key questions and criteria prior to, and during their meeting. Trainees will share these thoughts linked to evidence and examples with mentors. Trainees and mentors should consider both the trainees learning and that of the pupils in their class/classes. Target setting will be an essential part of this process. The targets set will reflect the next steps for individual trainees and show progress to date. These will be recorded in Mosaic.

Method	Description
Annotated Bibliography	List of sources with brief annotations for each that describe the sources content and summarise its main arguments used in research projects to provide a focused overview.
Essay	A written response to a question based on synthesis and analysis demonstrating appropriate knowledge and understanding of key current debates in the subject. These may be negotiated with an academic tutor.
Exam	Usually takes the form of essay questions, but also other forms such as multiple-choice questions, short answer questions or any combination which are under examination conditions.
Coursework (Honours project)	An in-depth independent study, approved by the module leader, following a topic of the trainees' choice, which should indicate the capacity to synthesise the different elements of

	teaching a specialist subject in the secondary sector
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, lesson plans, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, teaching plans and evaluation as evidence of trainee achievement and progress.
Practical Assessment	Examination of personal performance in teaching, coaching, leading, etc.
Presentation	A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills. Can be individual or group.
Professional Conversation	A professional discussion at the end of school-based training confirming judgements against QTS with evidence from teaching, learning and assessment.
Qualified Teacher Status	The Teachers' Standards define the minimum level of practice trainees and teachers must achieve to enable them to gain qualified teacher status.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Progress Points Portfolio (School Based Training File)	Portfolio containing evidence linked to current qualifying to teach standards and the tracking of trainee progress and attainment against these standards.

8. Exemptions to University Regulations

As a BEd (Hons) programme with the professional accreditation of Qualified Teacher Status, the programme must meet the PSRB compliance criteria. As such, the default is for all modules to have non-anonymised marking.

9. Work-Based Learning/Placement Learning

The BEd (Hons) Secondary Education with Science and Maths (with QTS) programme is a work-based learning programme. The professional requirement of the programme includes a statutory amount of school-based experience (ITT compliance criteria). This is, therefore, a key component of the programme and has been designed to be progressive, starting with paired placements and serial day visits in year one and culminating in an extended block placement in year three. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support trainees in applying their academic learning to their practice. School-based training takes place in each year of the programme and utilises progressive tasks with a different focus in each placement linked to the three curriculum themes.

Placements are managed in accordance with the university's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with the Department for Education compliance criteria for Initial Teacher Training. Marjon Teacher Education Partnership makes excellent use of the quality and range of placements, and the engagement of schools, colleges and/or other settings is exceptional, enabling individual needs of trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical

experience of working effectively in different schools, colleges and/or settings including those in challenging socio-economic circumstances and those judged as requiring improvement.

In years two and three, trainees can apply for placements in partnership schools in London or abroad (when appropriate). Trainees will gain experience in special schools, or specialist units linked to mainstream schools, and in working with pupils from diverse backgrounds as part of developing their understanding of how to meet the needs of all pupils. With the diverse range of placement schools on offer in Cornwall, Plymouth, Devon, Torquay and the surrounding area, trainees have good opportunities to prepare for their teaching careers.

Trainees are supported by trained mentors and teachers in schools, and by visiting University Tutors. MTEP advocates a democratic approach to mentoring as opposed to a hierarchical one. This guidance and support fulfil the role of the 'expert input' as noted in the Core Content Framework (DfE, 2019). Observations and weekly review meetings are carried out by mentors and teachers, and at designated points during placement, observations and feedback carried out jointly by school staff and University Tutors (in a quality assurance role) ensure parity across the course. Placements in Year 2 and Year 3 are moderated by External Examiners and in line with clearly specified Quality Assurance procedures. These assessments, along with feedback from all parties, are considered termly by the Marjon Teacher Education Partnership Strategic Meeting and the programme team.

In addition to the placements described above, explicit Intensive Training and Practice (ITAP) is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to 'intensify the focus' on 5 specific, pivotal areas. The outcomes of intensive training and practice for trainees should include a strong grasp of the evidence base for the area concerned, which they can articulate, justify and exemplify, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

While these ITAPs are part of the outcomes of the ITE Market Review and are therefore mandated requirements for all ITE programmes, MTEP has designed a bespoke approach to this delivery. Thus, the ITAPs are deliberately sequenced to align with the curriculum intent, therefore, enabling trainees to learn from expert colleagues and maximise learning opportunities. The ITAPs engage trainees in learning within the following pivotal domains:

- Phonics, Reading, Oracy and Writing (PROW) (year 1)
- How Pupils Learn the Curriculum (year 2)
- Behaviour Leadership (year 1)
- Special Educational Needs and Disability (year 2)
- Diversity and Disadvantage in Education (year 3)

Each ITAP follows the learning cycle: introduce, analyse, prepare, enact, and assess. Through this process, trainees will explicitly learn how to:

- Articulate, justify and exemplify their knowledge.
- Identify effective classroom delivery.
- Prepare, apply and assess those aspects of teaching confidently in a range of contexts.

There are also opportunities for trainees to work in schools or with pupils in the university or another setting in several ways and linked to many different modules. These will include research opportunities, teaching and learning activities, special projects, curriculum enhancements, and additional qualifications.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCNC51	The Professional Role of the Developing Teacher 1	40	Coursework 100%	G	Compulsory	Non- Condonable
SAMC51	Development of Teaching and Learning 1	40	Coursework 100%	1	Compulsory	Non- Condonable
SAMC52	Curriculum and Specialisms 1	20	Coursework 50% Practical 50%	Z	Compulsory	Condonable
SAMC53	Curriculum and Specialisms 2	20	Coursework 50% Practical 50%	Z	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCND51	The Professional Role of the Developing Teacher 2	40	Coursework 60% Practical 40%	G	Compulsory	Non- Condonable
SAMD51	Development of Teaching and Learning 2	40	Coursework 20% Coursework 80%	1	Compulsory	Non- Condonable
SAMD52	Curriculum and Specialisms 3	20	Coursework 50% Practical 50%	Z	Compulsory	Condonable
SAMD53	Curriculum and Specialisms 4	20	Coursework 50% Practical 50%	Z	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCNH51	The Professional Role of the Developing Teacher 3	40	Practical 100%	G	Compulsory	Non-Condonable
SAMH51	Development of Teaching and Learning 3 – Current Issues	20	Exam 100%	1	Compulsory	Condonable
SAMH52	Curriculum and Specialisms 5	20	Practical 100%	2	Compulsory	Condonable
SCNH54	Research in Education	40	Coursework 100%	G	Compulsory	Non-Condonable

Key: G = Terms 1, 2, & 3; Z = Terms 2 & 3

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme so that learning can be developed and built upon in a robust way that makes sense to the trainees. Links will be forged during learning sessions with content from previous modules, as well as indications of learning on upcoming modules. The ‘threads’ act as a mechanism for the trainee to see how the learning links together in a meaningful way and will be made explicit to the trainee throughout the programme.

Our Marjon Teacher Education Partnership curriculum is outlined in three themes:

1. The Professional Role of the Developing Teacher
2. Development of Teaching and Learning
3. Curriculum and Specialisms

These themes are embedded in all MTEP modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the CCF and the Teachers’ Standards. The Marjon University model for Educational Gain is integrated within the themes as indicated below.

	Core Content Framework	Teachers’ Standards	Marjon Educational Gain
1. The professional role of the developing teacher	Behaviour management Professional behaviours	TS1, TS7, Part 2 TS8, Part 2	a. Global citizenship b. Leadership & influence
2. Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5	c. Research & enquiry d. Data literacy

3. Curriculum and specialisms	Pedagogy Curriculum Assessment	TS2, TS4, TS5 TS3 T6	e. Creative & critical thinking f. Subject expertise.
-------------------------------	--------------------------------------	----------------------------	--

It is important that our curriculum is ‘intentionally coherent’ (intent), delivered in ‘effective ways’ (implementation) and ‘transforms trainees’ practice’ (impact) (Ofsted, 2022).

Threads Level 4

Module Code	Module Title	Thread
SCNC51	The professional role of the developing teacher 1	Global citizenship Leadership & influence
SAMC51	Development of teaching and learning 1	Research & enquiry Data literacy
SAMC52	Curriculum and specialisms 1	Creative & critical thinking Subject expertise
SAMC53	Curriculum and specialisms 2	Creative & critical thinking Subject expertise

Threads Level 5

Module Code	Module Title	Thread
SCND51	The professional role of the developing teacher 2	Global citizenship Leadership & influence
SAMD51	Development of teaching and learning 2	Research & enquiry Data literacy
SAMD52	Curriculum and specialisms 3	Creative & critical thinking Subject expertise
SAMD53	Curriculum and specialisms 4	Global citizenship Leadership & influence

Threads Level 6

Module Code	Module Title	Thread
SCNH51	The professional role of the developing teacher 3	Global citizenship Leadership & influence
SAMH51	Development of teaching and learning 3: Current Issues in Education	Research & enquiry Data literacy
SAMH52	Curriculum and specialisms 5: Becoming a Specialist	Creative & critical thinking Subject expertise
SCNH54	Research in Education	Global citizenship Research & enquiry Data literacy

11. Accrediting Professional Body/Professional Regulatory and Statutory Body (PSRB)

All ITE programmes are professionally accredited by the Department for Education and inspected by Ofsted. Along with the standard requirements for Higher Education provision and guidance from the Universities Council for the Education of Teachers (UCET), the programmes have also been designed to ensure compliance with statutory requirements as detailed in the following documents:

- Initial teacher training (ITT): criteria and supporting advice (DfE, Updated September 2021)
- Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2020)
- The ITT Core Content Framework (CCF) (DFE, 2019)
- The Early Career Framework (ECF) (DfE, 2019)
- Teachers' Standards (DfE, 2013)

12. Professional Advisory Group

The activities of the Partnership are monitored and scrutinised by the Marjon Teacher Education Partnership Strategic Group and Curriculum which is made up of Headteachers and Lead Mentors/mentors/teachers from a range of partnership schools along with representatives from alliances, trusts, Local Authorities and other groups with whom the university works. These groups meet termly and inform the direction of the Partnership as well as carrying out a Quality Assurance (QA) role. Bulletins are sent to all partnership schools with key information from this group.

13. Academic Progression Opportunities

Whilst most trainees will go into full-time or part-time employment making full use of their QTS status, a small minority will look to continue their studies. There are opportunities for part-time and full-time Masters study or other further degrees at Marjon and other institutions. All trainees are encouraged to continue to study as they start as an ECT, through specific Masters level modules designed specifically for new teachers.

The university continues to engage with and support recent graduates and regularly develops packages which provide training, support and resources. Some may choose to pursue research degrees after completing.

14. Employability and Career Progression Opportunities

The BEd (Hons) Secondary Education with Science and Maths (with QTS) programme explicitly supports the development of qualities, skills and attributes which enhance employment opportunities for trainees. Employability skills include:

- Analytical thinking and innovation – trainees can identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified (SAMC53, SAMD53).
- Active learning and reflective practice – trainees are in charge of their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance. (SCNC51, SCND51, SCNH51).
- Creativity, originality and initiative – trainees can perceive the world in new ways, find hidden patterns and generate new solutions. Trainees develop the ability to assess situations and initiate solutions independently (SAMC51, SAMC53, SAMD51, SAMH51).
- Critical thinking and analysis - trainees actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion (SAMH51, SAMH52, SCNH54).
- Complex problem-solving – trainees can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings (SCNC51, SCND51, SCNH51).
- Leadership and social influence - trainees can motivate others to act towards achieving a common goal (SAMH52, SCNH54).
- Emotional intelligence – trainees are able to recognise and manage their emotions, and the emotions of others, both individually and in groups (SCNC51, SCND51, SCNH51).
- Reasoning, problem-solving and ideation – trainees consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions (SAMC51, SAMD51, SAMH51, SAMH52).
- Systems analysis and evaluation – trainees can study a process or situation to identify its goals and create systems and procedures that will achieve them efficiently (SCNH54).

Digital Skills:

- ICT Proficiency and Productivity – trainees can use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).
- Digital Collaboration, Participation, Communication – trainees can communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using OneDrive, group forums, social media, file-sharing applications, etc.).
- Finding Digital Information and Data Management – trainees understand different data storage systems and file types (e.g. using network drives, cloud storage and external

storage devices). They can identify and use appropriate digital productivity tools to find information (e.g. using the Marjon Mobile app, advanced online searches, Mendeley, and Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation and use of analytical tools within Spreadsheets and Databases).

- Digital Learning and Teaching – trainees can identify and use digital learning resources, apps and services (e.g. Canvas, Mosaic, Panopto Replay, podcasts, online tutorials). They can participate in digital assessments such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – trainees can identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – trainees understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure, etc.). They can look after their personal health, safety, relationships and work-life balance in digital settings and develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter, etc.).

Gaining employment:

- Throughout the programme, trainees are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and a Teacher Employment Fayre which supports the trainee in successfully applying for a teaching post.
- The Partnership supports the trainees with opportunities for mock interviews and guidance in applying for jobs.
- Currently, placements are offered (subject to availability) in London, other more culturally diverse cities, Multi Academy Trusts, faith schools, selective schools, SEND schools and Forces Schools to enhance trainee employability.
- Opportunities are provided for the trainees to meet representatives from recruitment pools such as London Boroughs and be interviewed for Early Career Teacher (ECT) posts.
- The Marjon Futures team support the programme at all levels and provides professional and personal support and guidance for employment activities.

Early Career Teacher support:

- This is a vocational and academic route into teaching. The programme is the pathway to qualified teacher status (QTS) and early teacher career development.
- All trainees upon qualifying, therefore, are eligible for and should gain employment as a teacher.

- An emphasis is placed on peer-led support with current ECTs, recently qualified alumni and Marjon Teacher Education Partnership staff.
- Support for early career development is available through links with employing schools, the establishment of a Career Entry Development Profile and accredited professional development opportunities.

On-going career development:

- Certified professional development for school-based mentors working with trainee teachers provides ongoing career development opportunities for the partnership staff.
- Projects with partnership schools and teaching school alliances generate opportunities for leadership.
- Accredited Masters level provision for teachers in schools contributes to the suite of opportunities for career development.

15. Support for Trainees and for Trainee Learning

The university recognises the value of the whole trainee experience within Higher Education and trainees have full access to the university's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support trainees through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student Support is further promoted by the following:

- Personal Development Tutor for every trainee in the university
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library and other learning resources and facilities
- Library and study skills guidance material
- Programme handbooks and module guides
- The Chaplaincy Centre which is at the heart of the university and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Trainee Feedback Mechanisms

The programme team seeks to develop positive relationships with trainees through ongoing and continuous dialogue and regular communication.

Feedback at the programme level will be achieved through programme and module evaluations,

mid-module evaluations, end-of-semester evaluations and the Programme Voice Panel. In addition, final-year trainees will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations Group is phase-specific covering representation from all routes into teaching in that phase. The groups make use of rigorous and well-embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Training partnership. The Programme Team is responsible for addressing the changing demands and responding to new developments in teaching and education through research-informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up to date.

School-based staff are influential in shaping the provision through feedback mechanisms and as a result of mentor training and education they deliver high-quality training across different phases and are heavily involved in recruitment and the selection processes. Through the partnership strategy and regular online surveys with school partners, employer feedback is gathered and discussed. This also takes place on a more informal basis through regular meetings with University Tutors, school staff and graduates working in schools. ECT feedback on the programme is also sought through online surveys. The university has a close working relationship with Local Authorities and other organisations supporting ECTs and there are regular opportunities for formal and informal feedback. The programme has been developed in consultation with the Department for Education to ensure the allocation of places and that it fits their priority areas for recruitment.

The Trainee Voice panel is responsible for feeding trainee voice into review, evaluation and development of provision both within the course and at the end of training. Quality assurance for Initial Teacher Training involves trainee feedback 'in year'; this includes triangulated data-collection points where the trainee, mentor and University Tutor provide mid-school-based Training feedback, School-Based Training evaluations, interim Early Career Teacher survey and Exit surveys. The programme has been validated using engagement and feedback from Trainees, External Examiners and other stakeholders. Feedback has included the timing of assessment deadlines, assessed content, and the timing of conferences and guest lectures.

18. Quality and Enhancement Mechanisms

The quality of the trainee experience and the standards of the awards are managed, and quality assured through the university's regulations, policies and procedures. Trainee achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through the university's annual monitoring processes, including external examiner contributions, and incorporate trainee feedback mechanisms at both the modular and programme levels reported formally through the university's annual monitoring and reporting cycle.

The Office for Standards in Education inspection cycle demands robust and rigorous scrutiny of data. The university staff engaged as External Moderators/Examiners at other teacher training partnerships will moderate grading and training decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership. The triangulated quality assurance processes between schools, the university and trainees is utilised by the Plymouth Marjon University Teacher Education Partnership Leadership Team to schedule observations of and judgements toward the award of QTS. The annually reviewed Partnership Agreement outlines

explicit roles and responsibilities for all stakeholders.

